

housewife while trying to gather money to avoid a trial for making and selling illegal gun silencers.

Most of us in Kingwood don't need too many gun silencers. Perhaps only really really bad people need to muffle the noise of a gunshot.

Gosch was an Eagle Scout. Yes, all those meetings and badges and camping trips and oaths—well, they just dissolved into an evil nothingness.

Gosch was name in Thursday's and Friday's headlines, albeit second pagers, for a day or two. Now he is dead, along with Karla Faye Tucker and three others so far this year (37 in 1997).

Gosch is notable to me because I knew his victim—Rebecca Jo Patton. Becky was only 42 (ironically the age of Gosch when executed and nearly my age as I write this) when Gosch shot her six times in the head and left her in the hallway of her San Antonio home for her daughters to find. Those girls were 15 and 11. I am 41 and my children are 13 and 9. Just stop for a moment and imagine the desolation and grief you would feel if someone was senselessly taken from you like Becky was from her family. Gosch and a friend delivered flowers as a ruse to Becky and then, at gunpoint, forced her to call her bank-president husband and demand a huge ransom. The pair were then going to use the cash to fly to Belize, spending the rest of their days in the sun-drenched Caribbean.

A nice life if you can get it.

Instead, Gosch got 13 years in Huntsville, two media-frenzied pleas for mercy and then death. His buddy got 45 years and is schedule to be released in June. My friend got murdered. Her husband, for a while, got suspicious looks and doubts. Her daughters got pain and tears, and graduations and boyfriends, and weddings with no mother. Texans got the bill.

But our victims you see, get very little by law. In Texas, victims do not have the right to attend the trial of the accused. You cannot go, without the judge's permission, to the trial of the person who murders your mother.

I was a young mom who joined First Presbyterian Church of San Antonio in 1984. I signed up for everything that had childcare. I joined, one Sunday September morning, the "Uncomfortables" class. The class for those who have deep, unanswered questions about Christianity and religion but who still believe. To my great surprise, she was there.

Becky Patton—the very life of the 2,000-member downtown church. The one who was in every circle, on every youth list, who taught the little kids at Bible School, who performed countless, anonymous unselfish acts, who sustained the church.

She was uncomfortable?

She had question, even doubts? I was thoughtful and then glad.

If God let Becky have questions, then questions weren't so bad.

Then I wasn't so bad.

We both went to Thursday morning Bible study, led by Senior Minister Louis Zbinden. I studied, and hard, especially considering I had an 11-month-old to mother. I researched those three typed pages of questions each week. I studied. I learned.

One Wednesday, two desperate men bought flowers and rang Becky's doorbell. They convined their way in. They put a gun to her head and made her call her husband for money. Something went wrong—many later speculated she saw Gosch's deformed little finger and could identify him. She begged for her life. They shot her six times, in the head. The time between her call for money and the police bursting in her front door was less than an hour.

An angel was taken that day.

The next day was Thursday, the weekly Bible study. Devastation and grief swallowed the sanctuary where several hundred women sat in stunned numbness. The normally unflappable Louis could not choke back his tears.

Gosch went on to live for nearly 13 more years. Becky's daughter's grew up—I had a second child. He asked for and received stays of his execution. His last request was based on the Texas Open Meetings Act. Incredibly callous and disrespectful and contemptuous. Just like his behavior 13 years earlier in that San Antonio home.

Prison just doesn't change them.

The true crime is the delay in this punishment and we are the ones responsible for it. We sit at home and do not call or even write our legislators to demand swift punishments. It is those intervals between the crime and the punishment that is wrong. Time to think, time to beg, time to live. Years and years of hard, hard moments for the families. The mother of any child will tell you that punishment must quickly follow misbehavior or the lesson is lost. Criminals today have no quick consequences. Gosch had 13 years!

The only ones to really serve life sentences are the families.

Louis would often say that the most common words in heaven must surely be "Oh".

Because that is what is said when finally we have perfect understanding. "Oh!" we'll say.

Good-bye Becky. While I'm still uncomfortable, I know you aren't.

#### AMBROSINO HONORED

#### HON. PAUL E. KANJORSKI

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. KANJORSKI. Mr. Speaker, I rise today to congratulate Mr. Carmen Ambrosino on his 25 outstanding years as Director of Wyoming Valley Drug and Alcohol Services.

A certified Addictions Counselor and Certified Preventions Specialist in Pennsylvania, Mr. Ambrosino founded the first Pennsylvania chapter of the National Association of Alcoholism and Drug Abuse Counselors and sat on that organization's national board for two years. He has developed college and graduate courses on dependency for area universities.

Carmen Ambrosino is nationally recognized in the field of drug and alcohol patient counseling and prevention education services. From being recognized in 1979 as an Outstanding Young Pennsylvanian to being recognized recently by the Four Chaplains of Philadelphia, Mr. Ambrosino's work has been acclaimed throughout his career. He has authored six nationally-released publications for young people and served as a consultant on a drug education film. In 1996, he was nominated by the Governor of Pennsylvania for the Prevention Professional of the Year Award. In 1997, he was a delegate to the Presidential Summit on volunteerism in Philadelphia.

Mr. Speaker, these are but a few accomplishments in Carmen Ambrosino's long career. Carmen Ambrosino saw the problem of drug and alcohol abuse in Northeastern Pennsylvania and undertook the challenge. He has served his community with dedication and commitment. He and his organization have touched the lives of countless thousands of school children through education and preven-

tion. He is the uncontested leader in his field in Northeastern Pennsylvania.

I am extremely pleased to have had the opportunity to bring just a few of his many accomplishments to the attention of my colleagues. I send my sincere best wishes as the community gathers on May 29 to pay tribute to the outstanding career of this fine community leader.

#### IN TRIBUTE TO TORREY PINES HIGH SCHOOL: A NATIONAL BLUE RIBBON SCHOOL

#### HON. RANDY "DUKE" CUNNINGHAM

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. CUNNINGHAM. Mr. Speaker, I am pleased to announce that Torrey Pines High School, located in my 51st Congressional District, part of the San Dieguito Union School District, is named a National Blue Ribbon School.

My congratulations go to Principal Marie Grey, and Superintendent William Berrier, and to the many parents, students, teachers and community leaders that make Torrey Pines High School the national leader that it is.

So that every American may learn about what has made Torrey Pines High School such a success, I am honored to insert into the permanent RECORD of the Congress of the United States the attached essay describing its work and its history. In addition, I encourage Members and citizens to visit Torrey Pines High School on the Internet, at <http://www.sduhsd.k12.ca.us/sites/tp/welcome.html>.

#### TORREY PINES HIGH SCHOOL

Torrey Pines High School is one of three high schools in the San Dieguito Union High School District. The 2,230 students in grades nine through twelve represent the communities of Del Mar, Solana Beach, Rancho Santa Fe, Fairbanks Ranch and Carmel Valley, all in Northern San Diego County. The campus is a modern facility constructed in 1974. Phase II construction, completed in 1986, added 23 classrooms, a theater, auditorium, stadium and a state-of-the-art library/media center. The campus is used seven days a week, day and night, by adult education classes, ROP, athletic teams and community groups.

Our commitment to student learning has resulted in recognition at the state and national levels. Torrey Pines High School is a twice-honored Nationally Distinguished School (1987 and 1993), three-time California Distinguished School (1986, 1993 and 1996) and chosen by Redbook Magazine as the "Best High School in California" in 1993 and recognized for "Overall Excellence" in 1995. 97% of our graduates attend college and our test scores are consistently among the highest in the state. In 1996 our students had the highest SAT scores in San Diego County. Torrey Pines athletic teams, likewise, have a tradition of achievement, winning 66 CIF Championships, with 44 since 1990.

To maximize in-depth student learning and facilitate project-oriented instruction, we use a rotating two-hour block schedule. Several noteworthy programs help us address the needs of our diverse population. The Peer-Tutoring Center and Math Assistance Program log over 1,000 hours of tutoring each year. The Center offers tutoring after school and evenings in all subject areas. The Advancement Via Individual Determination

Program (AVID) fosters the academic success of under-represented minorities. Project Astral provides Latino language minority students with the opportunity to attain academic excellence and high self-esteem through English and Spanish language literature instruction and theatrical productions. Student Assistance Services (SAS) is a comprehensive program that offers a variety of activities focusing on preparing students to be "ready to learn" and providing the necessary services and networks to meet this goal, including student support groups, the Human Relations Council, parent education forums, Peer Assistance Listeners (PALS), Choices and Challenges, staff inservices and community referrals. The program trains students to offer unconditional positive regard for their peers and provide emotional support for those who are referred to the program.

Our commitment to excellence in the classroom is complemented by the breadth and depth of our program of extracurricular activities. Approximately 45% of our students participate on 21 athletic teams. Student government strives to involve all students, with approximately 200 students contending for 37 positions in annual student elections. Student-initiated activities range from lunchtime concerts by student musicians to homecoming float-building. Clubs like Earth Impact, the International Club, Aztlan, Youth Outreach, VICA, Horticulture Club, the Investors Club and Students Against Drunk Driving insure that the TPHS activity smorgasbord offers something nutritional and appealing for every appetite. Extracurricular activities include the Science Olympiad, lunch-time activities, Academic League and student publications. Our student newspaper is distributed free to all students. The Falconer (newspaper), Free Flight (yearbook), First Flight (the TPHS literary magazine) and Free Flight Video have all received numerous state and national awards for excellence.

The 155-member TPHS staff includes 65 percent of teachers with more than 10 years of teaching experience and 60 percent with Master's degree. The staff is a cohesive community built on a commitment to high educational standards, creative problem solving, support services for all students and a shared concern for the individual. Professional development activities have included course work at Oxford, Stanford, U.C. Berkeley, Princeton and other universities; travel/study abroad; Woodrow Wilson scholarships and mentor teacher projects. Teachers are currently involved with the Teacher-Led Professional Development Project, California School Leadership Academy (CSLA), the National Science Foundation, California Literature and Mathematics Projects and other professional growth activities and professional associations. Intradepartmental review and team planning are supplemented by workshops, classes, lectures, support groups, sabbatical leaves, summer institutes, inservices and staff development programs.

TPHS parents play a vital role in the TPHS community. Each fall, five parents are elected to the School Site Council, which meets monthly with the principal and oversees the School Improvement Plan. Parents also serve as TPHS representatives to the District Site Council, District Budget Committee, Site and District GATE committees, District Curriculum Review Committee, Legislative Analysis Network and the Bilingual Advisory Committee. School-to-home communication is accomplished through a monthly newsletter and numerous parent meetings held at the school. Back-to-School Night, sponsored by the Parent Association, is held annually in October and fills the school to capacity, giving parents the oppor-

tunity to visit all classrooms. An estimated 600 parents attend annual College Nights and eight Parent Information Forums are sponsored each year by the SAS team and reach approximately 100 parents. Four to six district information evenings are held annually for parents of bilingual students, attended by an average of 175 persons and 3 to 4 meetings per year are held for parents of students in Special Education.

The Torrey Pines High School Foundation was founded in 1993 to raise funds through donations and special events for the benefit of all students. Foundation funds support programs and improvements which are not adequately funded by district allocations. These programs and improvements provide for growth, broadened experiences and a well-rounded education for every student. The Torrey Pines Foundation raises approximately \$500,000 each year to supplement district and state school funding. The following campus organizations are included in the Foundation: Academic Team Boosters, Art Club Boosters, Athletic Boosters, Dance Team Parents, Friends of the Library, Grad Night, Parent Association, Student Assistance Services, Technology Boosters and Theater Boosters. The 25 member Parent Board, with representation from all geographic areas, meets monthly at the school and is involved in significant support of the school program. Each year the Parent Association provides more than \$10,000 in teacher mini-grants to support classroom activities. More than 200 parents volunteer on our campus serving regular weekly assignments or helping with special projects. A committee of 30 parents oversees the annual Grad Night celebration, with \$30,000 raised annually. Friends of the TPHS Library has an average annual membership of 150 and draws upon local talent to provide such innovative programs as "Authors Evenings" to the community. The Technology Boosters, formed in 1994, is a group of twenty parents and community members who are actively participating in our site technology committee, collaborating closely with staff to set and implement school-wide technology goals. Dollars for Scholars, a national organization, awards approximately \$40,000 in scholarships annually to approximately fifty graduating seniors.

Community partnerships have enriched our school community. Participation in community organizations such as San Dieguito for Drug-Free Youth and Prevention Connection has provided us with resources for the war against substance abuse. "Explorations" is a career awareness program which brings professionals and business leaders from our community to speak to students about their careers. Teachers participate in the Teacher Job Shadow Program through a partnership with Mira Costa College and California State University, San Marcos. Through our School-to-Career Program, we have established an Internship Program which places approximately 200 students each year into semester-long internships in community businesses.

Torrey Pines High School refuses to rest on its past accomplishments and is characterized by a spirit of continual school improvement. To this end, the Strategic Planning Leadership Team is in the process of developing a site strategic plan which will involve our entire learning community in the development of a shared vision for the school and a set of specific action plans which are aligned to the District Strategic Plan.

IN MEMORY OF COLONEL DAVID  
MICHAEL MOAK

### HON. RICHARD H. BAKER

OF LOUISIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, May 21, 1998

Mr. BAKER. Mr. Speaker, I rise today to pay tribute to a great Louisianian and a great American, who died on March 28th, 1998: Colonel David Michael Moak, United States Army. He will be missed, not only by his wife of 21 years, Julia, his son Aaron and his daughter Shelane but by all who worked with him as he defended our freedom and by a grateful nation.

It is fitting that we remember the sacrifice and dedication of Colonel Moak as we near Memorial Day, the day Americans pay tribute to all the brave men and women who died in the service of America.

Colonel Moak was a true American hero who put country first.

Colonel Michael Moak, U.S.A., 47, who was born and raised in Baton Rouge, Louisiana died on March 29, 1998 at the Walter Reed Army Hospital. Col. Moak was assigned to the Office of the Assistant Secretary of Defense for Command, Control, Communications, and Intelligence where he was responsible for enhancing the Department of Defense's intelligence capabilities to support combating terrorism and force protection. In 1973, he received a Bachelor of Arts degree in Government from Southeastern Louisiana University where he was also commissioned as a 2nd Lieutenant, Infantry, in the Regular Army.

Upon commissioning, Col. Moak attended and completed the U.S. Army Infantry Officer Basic Course at Fort Benning, Georgia. After graduation, he was assigned to the 101st Airborne Division, where he served as a Rifle Platoon Leader, Scout Platoon Leader, Rifle Company Executive Officer, Battalion S3 Air, and Rifle Commander. Col. Moak's subsequent assignments include Commander, Army ROTC Detachment, Louisiana College, Operations Officer, 202d Military Intelligence Battalion (HUMINT), Commander, 641st Military Intelligence Company (HUMINT), Operations Officer, Executive Officer, and interim Battalion Commander, 18th Military Intelligence Battalion (HUMINT), Brigade S3 Operations, 66th Military Intelligence Brigade, Deputy Chief of Staff for Intelligence, Army Special Operations Forces, Europe, Executive Officer, 201st Military Intelligence Battalion (Tactical, I Corps), Battalion Commander, 14th Military Intelligence Battalion (Tactical Exploitation), and Systems/Force Integrator, Deputy Chief of Staff for Operations, Headquarters, Department of the Army.

Col. Moak's military training included, in addition to the Infantry Officers Advanced Course, Airborne School, Ranger School, Air Assault School, Jungle Warfare School, Rappel Master, German Airborne School, Nuclear, Biological, and Chemical Course, Counter Intelligence Special Agent Course, HUMINT training, Terrorism Counteraction Course, Command and General Staff Course, and the National War College.

Col. Moak's civilian education, in addition to a Bachelors of Arts in Government, included a Masters of Arts in Human Resource management from Pepperdine University and a Masters of Science in National Security Strategy